## Swiss Triplet Workout

(SVDL9)

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In this lesson I will teach you a fun, hip way to practice "Swiss Triplets". It's an approach to playing rudiments that Steve Smith shared with me years ago and I've practiced this way ever since. Traditionally, we're taught to practice our rudiments by starting slow and gradually increasing our speed. However, for this approach, we'll set our tempo, then, apply the "Swiss Triplet" sticking to five different rhythms, 8th notes, 8th note triplets, 16th notes, 16th note triplets and 32nd notes.

To start, we'll play the "Swiss Triplets" as 8th notes. Because we are applying a three-note accented sticking pattern to a two-note rhythm, we create a "2 over 3" polyrhythm. Meaning two accents are played evenly over 3 beats.

For this and all of the examples in this lesson, practice with a metronome. The metronome is an essential tool to help you get the correct feel for each of the rhythms. To get the best sound, play the accented notes 6-12" off of the head and play the un-accented notes 2-3" off of the head.



Next we'll play the Swiss Triplets as 8th note triplets. This is how they are typically notated.



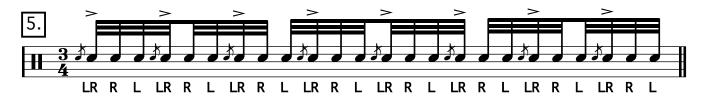
Now we'll play the Swiss Triplets as 16th notes. Once again, the accented sticking pattern creates a polyrhythmic effect. For this example, it's "4 over 3" polyrhythm.



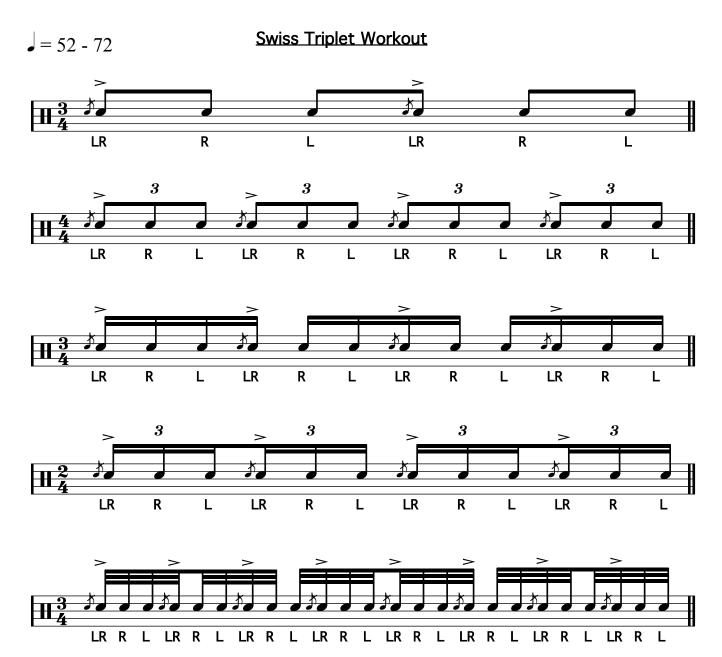
Now we'll play the Swiss Triplets as 16th note triplets. This version will be played twice as fast as the 8th note triplet version.  ${\rm s}$ 



For our final version, we'll play the Swiss Triplets as 32nd notes. For this version, the Swiss Triplet sticking creates yet another polyrhythmic effect. This one is "8 over 3". It's somewhat tricky and might take some getting used to. However, once you get a good feel for it, I'm sure you'll dig it.



Once you are comfortable applying the Swiss Triplet sticking to all of the previous rhythms, practice the "Swiss Triplet Workout" as one continuous piece. Repeat each example 2-4 times, then make a smooth transition to the next example .



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